



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4630 E. Frye Road, Phoenix, AZ 85048

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Nancy Branch
Schedule : 07:15 AM to 03:45 PM
Grades : K-5
Web Address : www.kyrene.org
Phone Number : (480) 783-3400
Fax Number : (480) 705-4459
E-mail : nbranc@kyrene.org

Mission

District:
We are committed to the achievement of individual academic excellence through high quality teaching, learning, and community involvement which results in students being well prepared to meet future educational challenges and to contribute to society.

School:
Kyrene del Milenio is an extraordinary school where all learners through dynamic opportunities will reach their potential ~ whatever it takes!

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in reading, writing and math.
- ü Challenge and support each student through differentiated content, products and instructional strategies in an environment where all students, staff, parents and community members feel safe.
- ü Work with staff, families, and students to create and maintain an environment where students can develop without fear of aggression or cruelty in order to ensure high attendance rates and improved student achievement.
- ü Work collaboratively as a staff to maintain our beliefs and philosophy about working as a Professional Learning Community in order to ensure success for all student.

Enrollment

October 1, 2005 School Year Student Enrollment : 560
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 80

Instructional Programs

- Ü All Day Kindergarten
- Ü English Language Learner
- Ü Special Education
- Ü Gifted Education
- Ü Art, Music, PE
- Ü Technology Based Learning
- Ü Preschool
- Ü Academic and Literacy Specialists

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Milenio recognizes that parents are partners in the commitment to meet individual needs of students. The Milenio staff is committed to creating a dynamic and supportive learning environment in which academic excellence is achieved and where parents have an opportunity to be actively involved.

Parents

We believe that we must develop strong partnerships with parents, by encouraging parents to be involved in our school in many ways including: monitoring student progress; communicating often; visiting and volunteering in classrooms; volunteering/serving on committees; commitment to regular attendance and punctual arrival of children.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Project GOAL Award	2006
Ü Winter Knowledge Masters Bowl Champs	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1893	80010	96	98	99	476	481	447	1	3	10	9	8	18	51	47	53	39	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	934	38935	93	99	99	479	483	447	NA	2	9	8	8	19	53	49	55	40	41	17
Male	49	959	40974	98	98	98	474	480	448	2	4	11	10	9	18	49	46	52	39	41	19
African American	NC	150	4201	NC	96	99	NC	447	430	NC	7	17	NC	17	23	NC	59	51	NC	17	9
Hispanic	12	296	34545	92	98	99	477	459	432	8	6	14	8	14	24	33	56	53	50	24	9
Asian/Pacific Islander	NC	171	2068	NC	98	99	NC	503	474	NC	1	4	NC	5	10	NC	36	50	NC	58	36
American Indian/Alaskan Native	NC	62	3979	NC	94	96	NC	444	424	NC	15	17	NC	21	30	NC	50	47	NC	15	6
White	58	1214	35142	98	99	99	474	490	465	NA	2	5	9	5	11	57	45	56	34	47	28
Students with Disabilities	NC	252	10161	NC	91	93	NC	447	419	NC	16	28	NC	22	28	NC	40	36	NC	21	8
Students without Disabilities	81	1641	69849	100	100	100	476	486	451	1	1	7	9	6	17	52	49	56	38	44	19
Limited English Proficient Students	NC	53	14013	NC	91	97	NC	430	413	NC	13	24	NC	28	34	NC	49	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	19	397	39029	95	97	98	472	452	432	NA	10	14	11	16	25	47	54	52	42	20	9
Non-Economically Disadvantaged	70	1496	40981	96	99	100	477	489	462	1	1	6	9	6	13	51	46	54	39	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1871	79438	96	97	98	475	479	451	NA	2	9	15	12	24	71	63	56	15	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	929	38775	93	98	99	478	484	457	NA	2	7	13	9	22	73	65	58	15	25	13
Male	49	942	40560	98	96	97	473	474	446	NA	3	12	16	16	25	69	61	54	14	20	9
African American	NC	147	4178	NC	94	98	NC	454	439	NC	5	13	NC	27	29	NC	58	52	NC	10	6
Hispanic	12	292	34297	92	97	98	474	462	434	NA	4	14	17	19	31	75	65	50	8	13	5
Asian/Pacific Islander	NC	170	2063	NC	97	99	NC	492	475	NC	1	3	NC	9	15	NC	61	63	NC	29	20
American Indian/Alaskan Native	NC	59	3940	NC	89	95	NC	451	429	NC	8	14	NC	32	36	NC	47	47	NC	12	3
White	58	1203	34887	98	98	98	478	485	471	NA	1	4	14	9	15	69	64	63	17	26	18
Students with Disabilities	NC	231	9588	NC	83	88	NC	447	416	NC	10	30	NC	29	32	NC	48	34	NC	13	5
Students without Disabilities	81	1640	69850	100	100	100	475	483	456	NA	1	7	16	10	23	69	65	59	15	24	12
Limited English Proficient Students	NC	50	13856	NC	86	96	NC	421	407	NC	14	27	NC	46	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	19	385	38685	95	94	97	467	452	435	NA	6	14	16	25	32	79	59	50	5	9	5
Non-Economically Disadvantaged	70	1486	40753	96	98	99	478	486	467	NA	1	5	14	9	16	69	64	62	17	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	1898	79971	98	99	99	443	454	423	2	3	8	33	25	41	60	64	49	4	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	938	38974	98	99	99	460	469	437	NA	2	5	26	17	33	67	70	57	7	12	4
Male	49	960	40895	98	98	98	429	440	410	4	4	10	39	33	47	55	58	41	2	5	2
African American	NC	151	4203	NC	96	99	NC	429	411	NC	8	11	NC	32	45	NC	56	43	NC	5	2
Hispanic	13	299	34481	100	99	99	443	440	410	NA	3	10	38	34	46	54	60	43	8	3	1
Asian/Pacific Islander	NC	173	2067	NC	99	99	NC	475	449	NC	1	4	NC	16	28	NC	64	60	NC	19	8
American Indian/Alaskan Native	NC	64	3995	NC	97	96	NC	441	409	NC	3	10	NC	36	47	NC	52	42	NC	9	1
White	58	1211	35150	98	99	99	444	459	437	2	2	5	38	22	35	55	67	56	5	9	5
Students with Disabilities	10	257	10258	83	92	94	NA	412	377	NA	11	23	NA	44	51	NA	42	25	NA	3	1
Students without Disabilities	81	1641	69713	100	100	100	447	461	429	2	1	5	30	22	39	63	68	52	5	9	3
Limited English Proficient Students	NC	56	13985	NC	97	97	NC	399	382	NC	11	18	NC	48	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	20	401	38994	100	98	98	446	430	409	NA	6	10	35	36	47	65	54	41	NA	3	1
Non-Economically Disadvantaged	71	1497	40977	97	99	100	443	461	437	3	2	5	32	22	34	59	67	56	6	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2050	80147	91	98	99	514	515	482	3	3	11	5	7	17	48	44	49	43	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	987	39281	93	99	99	510	516	483	4	2	9	6	7	17	51	44	50	39	47	24
Male	44	1063	40780	90	98	98	520	515	482	2	3	12	5	7	17	45	44	48	48	46	24
African American	13	191	4249	81	97	99	493	483	464	15	9	17	8	16	22	38	51	48	38	24	13
Hispanic	21	339	33494	88	98	99	503	498	466	5	4	15	5	12	23	52	53	49	38	31	14
Asian/Pacific Islander	NC	193	2103	NC	99	99	NC	542	515	NC	3	4	NC	2	8	NC	31	44	NC	65	45
American Indian/Alaskan Native	NC	57	4117	NC	93	96	NC	479	456	NC	7	19	NC	12	27	NC	61	46	NC	19	8
White	49	1270	36122	98	99	99	521	522	501	NA	1	5	6	5	10	49	41	50	45	52	35
Students with Disabilities	NC	234	10295	NC	89	92	NC	474	443	NC	14	33	NC	22	26	NC	44	33	NC	20	8
Students without Disabilities	88	1816	69852	100	100	100	519	520	488	1	1	7	5	5	16	48	44	51	47	50	26
Limited English Proficient Students	NC	48	12722	NC	98	97	NC	478	441	NC	10	27	NC	19	33	NC	54	37	NC	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	22	405	38371	88	97	97	503	484	465	9	9	15	14	13	23	36	57	49	41	22	13
Non-Economically Disadvantaged	73	1645	41776	92	99	100	518	523	498	1	1	6	3	6	11	52	41	49	44	52	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2024	79686	91	97	98	496	494	470	1	3	11	16	12	24	65	72	57	18	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	980	39163	93	98	99	503	498	475	NA	2	9	12	10	22	69	73	60	20	15	10
Male	44	1044	40438	90	97	97	488	490	465	2	4	13	20	13	25	61	71	54	16	12	7
African American	13	187	4228	81	95	98	471	472	458	NA	8	15	31	19	28	62	69	53	8	4	4
Hispanic	21	335	33299	88	97	98	478	479	452	NA	4	17	29	19	32	62	70	47	10	7	3
Asian/Pacific Islander	NC	191	2097	NC	98	99	NC	501	490	NC	3	5	NC	8	13	NC	71	68	NC	18	14
American Indian/Alaskan Native	NC	57	4087	NC	93	96	NC	467	446	NC	9	16	NC	32	38	NC	56	44	NC	4	2
White	49	1254	35914	98	98	98	511	502	489	NA	1	5	10	8	15	65	74	67	24	17	14
Students with Disabilities	NC	211	9808	NC	80	87	NC	462	432	NC	15	35	NC	27	32	NC	52	30	NC	6	3
Students without Disabilities	88	1813	69878	100	100	100	499	498	475	1	1	8	14	10	23	66	74	61	19	15	9
Limited English Proficient Students	NC	42	12594	NC	86	96	NC	446	422	NC	17	34	NC	33	45	NC	50	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	22	393	38095	88	94	97	486	471	452	NA	8	17	32	24	32	45	62	48	23	7	3
Non-Economically Disadvantaged	73	1631	41591	92	98	99	499	500	486	1	2	6	11	9	16	71	74	65	16	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2042	80372	96	98	99	498	501	475	2	1	4	16	14	30	74	79	64	8	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	989	39452	98	99	99	508	513	488	2	1	3	11	9	22	78	83	72	9	8	3
Male	46	1053	40836	94	98	98	488	489	464	2	2	6	22	19	37	70	76	56	7	3	1
African American	14	192	4264	88	97	99	489	480	465	NA	4	5	14	25	35	86	70	59	NA	2	1
Hispanic	23	339	33608	96	98	99	473	487	462	9	2	6	13	21	36	74	77	57	4	1	1
Asian/Pacific Islander	NC	191	2098	NC	98	99	NC	517	500	NC	2	2	NC	6	16	NC	77	75	NC	16	7
American Indian/Alaskan Native	NC	60	4128	NC	98	97	NC	483	464	NC	NA	4	NC	27	39	NC	72	56	NC	2	1
White	49	1260	36213	98	98	99	507	506	489	NA	1	2	18	11	22	71	82	72	10	6	3
Students with Disabilities	12	230	10526	75	87	94	465	461	427	NA	5	15	33	41	53	67	53	31	NA	2	1
Students without Disabilities	88	1812	69846	100	100	100	503	506	482	2	1	3	14	10	26	75	83	69	9	6	2
Limited English Proficient Students	NC	45	12747	NC	92	97	NC	450	432	NC	9	12	NC	31	52	NC	58	36	NC	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	23	400	38521	92	96	98	490	480	461	4	2	6	13	29	38	74	67	55	9	3	1
Non-Economically Disadvantaged	77	1642	41851	97	99	100	501	506	489	1	1	3	17	10	22	74	82	72	8	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	2071	79306	86	98	99	559	551	504	4	3	13	3	7	20	39	41	49	54	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1006	38845	85	99	99	560	553	505	6	3	11	3	6	20	37	42	50	54	48	18
Male	35	1065	40383	88	98	98	558	549	504	3	3	14	3	9	19	40	39	47	54	48	19
African American	NC	157	4171	NC	99	98	NC	517	485	NC	10	20	NC	13	26	NC	48	44	NC	28	10
Hispanic	17	315	32673	85	97	99	538	531	487	NA	5	18	6	11	25	59	50	46	35	34	10
Asian/Pacific Islander	NC	177	2147	NC	99	99	NC	579	539	NC	3	5	NC	4	10	NC	28	46	NC	65	40
American Indian/Alaskan Native	--	47	4034	--	94	97	--	523	479	--	11	22	--	11	29	--	49	43	--	30	7
White	42	1375	36234	93	98	99	569	556	523	2	2	6	2	6	13	36	39	52	60	52	28
Students with Disabilities	NC	231	10286	NC	87	91	NC	486	462	NC	23	41	NC	24	27	NC	41	27	NC	12	5
Students without Disabilities	65	1840	69020	98	100	100	566	559	510	NA	1	9	3	5	18	38	41	52	58	53	21
Limited English Proficient Students	--	30	10291	--	97	96	--	516	458	--	13	38	--	17	34	--	47	26	--	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	19	335	37437	83	96	97	522	515	486	11	10	19	11	16	26	47	51	46	32	23	9
Non-Economically Disadvantaged	51	1736	41869	88	98	100	573	558	521	2	2	7	NA	6	14	35	39	51	63	53	27

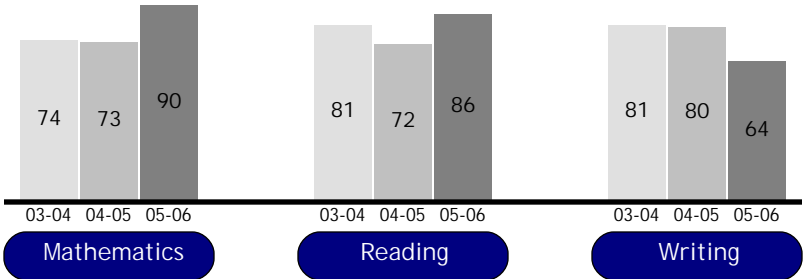
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2042	79000	88	97	98	530	518	489	NA	2	10	8	11	24	66	68	58	25	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	995	38774	88	97	99	530	522	494	NA	1	7	14	8	22	58	70	61	28	20	10
Male	35	1047	40150	88	96	98	530	514	485	NA	3	12	3	14	25	74	65	55	23	18	8
African American	NC	155	4153	NC	97	98	NC	491	476	NC	6	13	NC	26	30	NC	61	53	NC	6	4
Hispanic	17	312	32508	85	96	98	519	503	472	NA	3	15	NA	16	33	82	72	49	18	9	3
Asian/Pacific Islander	NC	176	2142	NC	98	99	NC	530	510	NC	3	4	NC	8	14	NC	61	67	NC	28	16
American Indian/Alaskan Native	--	44	4016	--	88	96	--	494	467	--	5	14	--	23	37	--	66	46	--	7	2
White	42	1355	36135	93	97	98	537	524	508	NA	1	4	5	8	14	67	68	67	29	22	15
Students with Disabilities	NC	202	9991	NC	76	88	NC	473	449	NC	13	33	NC	39	36	NC	41	29	NC	7	2
Students without Disabilities	65	1840	69009	98	100	100	536	523	495	NA	1	6	3	8	22	71	71	62	26	20	10
Limited English Proficient Students	--	30	10199	--	97	95	--	467	439	--	23	35	--	23	47	--	50	18	--	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	20	324	37234	87	93	97	511	490	472	NA	6	15	20	23	33	60	65	50	20	6	3
Non-Economically Disadvantaged	51	1718	41766	88	97	99	538	524	505	NA	1	5	4	9	16	69	68	65	27	22	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2066	79611	91	98	99	526	525	496	1	2	7	27	24	37	69	72	56	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1008	39016	90	99	99	543	539	511	NA	1	4	16	14	29	78	82	66	5	3	1
Male	37	1058	40519	93	97	98	508	513	482	3	2	10	38	33	44	59	64	46	NA	1	0
African American	NC	154	4188	NC	97	98	NC	511	486	NC	3	9	NC	37	40	NC	59	50	NC	1	0
Hispanic	20	318	32855	100	98	99	517	513	481	NA	3	10	35	29	43	65	68	47	NA	1	0
Asian/Pacific Islander	NC	176	2149	NC	98	100	NC	540	519	NC	2	4	NC	16	24	NC	78	70	NC	5	2
American Indian/Alaskan Native	--	46	3992	--	92	96	--	496	478	--	7	10	--	41	46	--	50	44	--	2	0
White	41	1372	36380	91	98	99	526	529	511	2	1	4	24	21	30	71	75	65	2	2	1
Students with Disabilities	10	228	10664	67	85	94	NA	472	440	NA	9	23	NA	57	54	NA	33	22	NA	0	1
Students without Disabilities	64	1838	68947	97	100	100	536	532	504	NA	1	4	20	20	34	77	77	61	3	2	1
Limited English Proficient Students	--	30	10362	--	97	97	--	463	438	--	17	22	--	43	57	--	40	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	21	333	37626	91	96	98	520	502	479	NA	5	10	33	38	45	67	56	45	NA	1	0
Non-Economically Disadvantaged	53	1733	41985	91	98	100	528	530	511	2	1	4	25	21	30	70	76	65	4	2	1

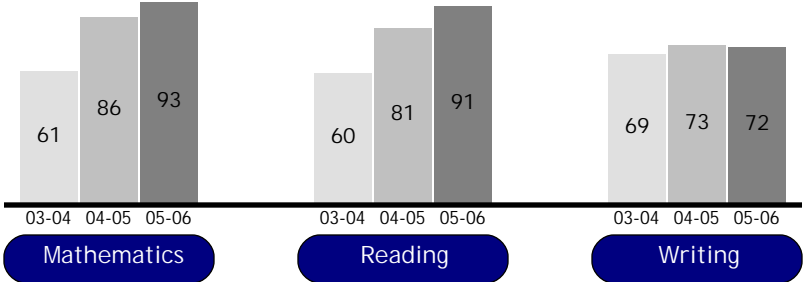
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	55	NA	58	97	58	60	47	98	58	65	46
	Language	97	50	60	50	97	59	58	47	98	54	65	48
	Mathematics	97	65	76	64	99	72	66	50	98	63	73	52
3	Reading	94	63	NA	55	100	51	59	44	96	67	68	46
	Language	93	70	72	61	100	51	57	44	98	65	63	46
	Mathematics	98	74	78	61	100	57	67	51	96	72	75	52
4	Reading	100	66	NA	56	100	62	63	48	91	67	68	52
	Language	99	62	66	52	100	63	63	49	96	67	70	52
	Mathematics	100	77	78	61	100	68	70	53	91	75	76	58
5	Reading	97	67	NA	55	99	57	65	50	89	78	75	56
	Language	99	64	65	49	99	62	65	50	94	75	73	54
	Mathematics	99	77	83	63	99	63	67	49	88	82	78	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety - Bully Prevention
- Ü School Goals - Review of Data
- Ü Community Survey
- Ü School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	35.36
Other Professional Staff	.30	Teacher Aide	7.71

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	7	7	0	1
7 to 9 years	2	6	0	0
10 or more years	1	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü District Technology Training Center
- Ü Multimedia Center/Library

Extracurricular Activities

- Ü Before School Child Care Program
- Ü After School Child Care Program
- Ü After School Enrichment Clubs
- Ü Adult Community Enrichment Classes

Social Services

- Ü Access to KSD Family Resource Center
- Ü Health Services
- Ü Lunch Programs
- Ü ASU Educational Partnership/Classes
- Ü Home School Program
- Ü Social Worker
- Ü Prevention Programs
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Life skills are implemented schoolwide. At-risk life skill groups continue for students. An alternative recess program has been implemented to support students in use of life skills.
- ü Milenio students will increase their understanding of mathematical concepts and applications. A daily Wake Up Math Program will continue to be implemented in all classrooms.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Site-Based Council Safety Committee and the staff has implemented some of the following in an effort to ensure a safe and healthy learning environment: alternative recess program to help address anger management, conflict resolution, bullying, cooperation, and problem solving; production of a safety video; Jewish Family Community Services small group sessions; lifeskills program; Six Steps to a Trouble Free Playground.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	B. Volkmann/N. Branch	(480) 783-3400
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Jeane Shaw	(480) 783-3496
Parent Organization	L. Nelson	(480) 783-3400
Student Health/Nurse	Kathy Lunt	(480) 783-3484

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.